

The American Observer

A free, virtuous, and enlightened people must know well the great principles and causes on which their happiness depends. — James Monroe

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Problems of Schools Examined by Nation

American Education Week Calls Attention to Purposes of Institutions of Learning

MANY NEW TRENDS NOTED

Emphasis Being Placed Upon Vocational Guidance and Training for Good Citizenship

The schools will occupy the center of the stage during the next few days, for the period November 6 to 12 is observed throughout the nation as "Education Week." People everywhere are invited to visit the schools to see what progress they are making. Public meetings are being held to consider the needs of education. Much will be heard about the merits and weaknesses of the schools; about the quality of the education the young people of America are receiving.

It is appropriate that the voices of the students themselves should be heard. Nothing could be more desirable than that they should participate in the thinking and discussion that are going on. Each student might at least do a little serious thinking about his own education and what it is doing for him. That is the way that you, the reader of this paper, can best make your contribution to Education Week.

Purpose of Education

You may begin your reflections by recognizing the fact that the chief responsibility for your education rests with you. That is your big job at the present. Like other normal human beings, you want to live happily, successfully, usefully. Your job is to learn how to live that way. That is your occupation, your vocation, during your earlier years. Most people have no other vocation until they are 17 or 18 years old, or, if they go to college, four years older. Some of them continue the period of training four years or so longer. These years are dedicated to the task of getting the right kind of start in life. Such is the meaning and purpose of education. During the years that one has nothing else to do, or not much else; that is, during the school years, he is getting information, acquiring ideas, and forming habits which will help him to live efficiently and happily. At any rate, he is supposed to be acquiring such information, ideas, and habits. If he actually is doing so, he is obtaining a good education, however much or however little time he may spend in school. If he is not acquiring facts, ideas, and habits which help him to live happily, successfully, and usefully, he is not obtaining a good education, even though he may go through school and college with high grades and honors.

It is important, therefore, that each student examine his own educational progress thoughtfully to see how well he is doing. Each one should have in mind a clear idea of the purposes he is trying to realize as he goes through school. If he has these objectives before him, he will be in a position to determine how successfully he is realizing them.

But what should one try to do for himself during the years that he is going to school or college? What objects should he have in mind as he seeks to acquire an education? We are going to suggest a number of them. Each student can no doubt add to the list, but the objects or purposes which we include among the sug-



UP THE HILL TOGETHER

Armistice Day, 1938

The celebration of Armistice Day cannot be a very happy event this year. It will remind us of the lost fruits of victory, for the fruits have been lost. There is no question of that. Today, twenty years after the close of the World War, the democracies find themselves in a worse situation than that of 1914. Germany was defeated in the war. Twenty years ago, German militarism was crushed, but today Germany is a more militaristic nation than she was when the World War began. She is more ambitious and relatively more powerful. Hitler is proceeding toward the realization of the dream of expansion which filled the mind of the Kaiser. Germany is going on now to do the things which the Allied nations sought to keep her from doing during the war. German militarism is on the rampage and is unchecked. The war did not end war, and the world is not safe for democracy. No wonder that we approach Armistice Day in a mood which is anything but hilarious. It is worth our while, however, to celebrate the day; that is, it will be worth while if it leads us to serious reflection. If we study the lessons we learned from a quarter of a century of hard experience, we must see that the people of the democratic countries will be obliged to give more attention than they have given to the formulation of foreign policy. We need as never before to find out what the vital national purposes and objectives are. It is because the people of the democratic nations have been uncertain about their national purposes that they have lost the gains which they won in the war.

Every time Germany has moved forward on the path of conquest and expansion during recent years, the democratic nations have been uncertain and unready. They have not known what they wanted to do. Germany has known what she wanted to do and has done it. That is the secret of the democratic losses.

We in America need to discuss problems of foreign policy and decide on certain major purposes for which the nation shall stand. Then we should formulate a defense policy in keeping with those purposes. We should, for example, make up our minds whether it is in the national interests to hold the Philippine Islands by force, if force should be required; whether we should insist upon an open door in China, and what measures we should take to make that insistence good; whether we should, under all circumstances, maintain the Monroe Doctrine and keep Germany, Italy, and Japan from gaining any kind of foothold in the Western Hemisphere. We should make up our minds whether or not it is in the national interest that we ally ourselves with other nations, either in Europe or the Americas, to maintain our national objectives. After we have decided upon some of the purposes which we wish to realize as a nation, we will be in a position

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A Balance Sheet of Soviets' Experiment

After 21 Years of Communism Russia Still Confronted by Serious Problems

PRODUCTION HAS INCREASED

But Weaknesses in Economic Structure Are Noted; Living Standards Remain Low

There is a very common belief among the people who live in democratic countries that dictatorships must be short-lived. In America we frequently hear the question, "How long can Hitler last?" or "How long will it be before Mussolini falls?" or "When will Stalin's government collapse?" Perhaps this is "wishful thinking" on our part. There are indeed elements of weakness in a government which rests upon force as the dictatorships do, whether they are fascist dictatorships such as Germany and Italy, or Communist dictatorships such as Russia. At the same time, these dictatorial governments have elements of strength. It is important that we in the democracies study the facts about them realistically. We need to do this, because democracy is obliged to compete with these other forms and we can maintain democracy better in the face of this competition if we see the dictatorships, not as we would like to think of them, but as they actually are.

There has been much discussion this fall about Germany and much speculation about the strength of German fascism. Germany has been much before our eyes because of the power which she has developed and which has enabled her this fall to dominate the European situation. A great deal of attention is being given this month to Russia for two reasons. One is the fact that German expansion appears now to be in the direction of Russia. That country is emerging as the next probable antagonist of Germany. The other reason why Russia is in the forefront of attention is that the Soviet Union is celebrating its birthday this month. It was in November 1917, 21 years ago, that the present regime came into power and that the Communist experiment in Russia was started.

Strength in Size

One element of Russia's strength lies in its great extent. A glance at the map reveals the immensity of the Soviet Union. It spreads on its western frontier across two countries—eastward even farther than China and Japan until it almost touches the Alaskan outposts of the United States. From the Baltic and Black Seas to the Pacific, and from the Arctic Ocean to India, the U. S. S. R. spreads over one-sixth of the habitable land surface of the globe, covering the enormous area of eight million square miles. This is a domain more than two and one-half times that of continental United States.

An empire which extends over so much territory enjoys in its different parts nearly every imaginable kind of climate and exhibits all forms of topography. The people of the different parts of this land are able to grow plants of almost every variety. With the exception of tin, tungsten, rubber, and antimony, there are few materials necessary to industry which the Russians do not produce, or may not produce, in quantities equal to their needs. With a population estimated at 180,000,000, the Soviet Union is by far the most populous nation of Europe—

larger than any two European powers combined.

Unquestionably Russia is potentially a mighty nation. She is strong at the very points where the fascist nations, Germany, Italy, and Japan, are weak. She has vast mineral and agricultural and other natural resources.

But Russia is weak where the fascist powers are strong. She is backward industrially and her people have never been taught to work together effectively in great industrial enterprises. The nation is in many respects as weak as it is large and sprawling. The people are widely scattered and are of many races and degrees of culture. Until lately they have been uneducated—a nation of sturdy but unlettered peasants. The vast material resources of Russia are also scattered and no efficient system of transportation has yet been devised to tie them effectively together.

Russia is so big and its population is so great that it has been feared by the nations of western Europe for many years. Even in the days of the czar—the days before the World War—the vast Russian empire seemed a threat to the other nations. During the nineteenth century the rulers of Great Britain considered Russia a powerful foe which might someday challenge the supremacy of the British Empire. During more recent years Germany, looking eastward, has had a vision of Russian hordes which might be effectively organized as an army of invasion.

Weakness under Czars

But Russia was very weak under the rule of the czars. The small aristocratic class owned nearly all the land and it dominated the nation completely. The czars and this small clique which constituted the ruling class governed the nation with an iron hand, and with a terrible ruthlessness put down every murmur of dissent. The people were nearly all peasants. Agriculture was practically the only industry, while manufacturing and commerce were undeveloped in a nation which was essentially medieval in the quality of its civilization. The impact of the Industrial Revolution left the prewar Russia largely untouched. While the other nations emerged into a new economic era, the Russians remained a backward nation. The entire nation seemed to be living in a bygone day.

This old, harshly medieval government went to pieces under the impact of the World War, and there arose in its place 21 years ago this month another government, just as dictatorial, just as ruthless, just as determined as the czarist government had been to deny freedom to the people and to put down every objection to its authority with a

harsh and bloody hand. This new government was called bolshevik or Communist and it is the government which holds power in Russia today.

A New Regime

The new government differed from the old in many respects, of which we shall mention a few: First, it established a new system of ownership of property. It decreed that the land and the industries should be owned by the government. It undertook to establish communism. Second, it undertook to industrialize the country. The new rulers of Russia were not content to permit the country to remain as it had been, medieval and wholly agricultural. They decided that manufacturing should be encouraged. They were determined to carry on mining extensively and manufacturing of all kinds by large-scale methods. They hoped to develop quickly into an industrial nation, as the United States had done, and they planned to copy the efficiency of American industry. At the same time, there was to be this great difference between Russian industry and American: The great factories and stores and transportation systems in Russia were to be owned by the state, instead of being owned, as in the United States, by private enterprise.

There was a third important difference between the new regime and that of the czars. The czars had encouraged the people to be religious and to follow the advice of their local religious leaders. The government controlled the church to a very great extent. The czar was the head of it and the church was used as a means of teaching the people to be obedient to the czarist government. The new regime established by the Communists in Russia undertook to break away from religion, or rather to break away from all branches of Christian religion, and to establish Communism itself as the religion of the land. As stated a while ago, the new regime, that of the Communists, was to be similar to the old regime of the czars in that it, too, ruled by force. Those who opposed the government were imprisoned, driven into exile, or killed.

Industrial Progress

This new Communist regime has been in power in Russia for 21 years, carrying out its experiments and seeking to remake the entire social order. We may well inquire to what extent it has realized its purposes. First, we may ask about the plan to develop manufacturing industries in Russia, to make the country an industrial nation, to get away from the old medieval system, and to establish the country as a modernized, powerful nation. The answer is that much progress along these lines has been made. Since the government came into power, industrial production has grown until it is now seven times as much as it was. The national income is four times as great as it was 20 years ago and, though chief attention has been given to the building of manufacturing and transportation industries, the farmers of the country are producing 1½ times as much as they did. The number of workers in industry and commerce and transportation has been increased from 8,000,000 to 25,000,000. Great steel centers resembling those of



THE LAND OF THE SOVIET UNION IS VAST AND ITS RESOURCES ARE GREAT

Pittsburgh and Birmingham have been established and large hydroelectric power plants have been built. Mineral production has been increased and railway lines have been built. The country has taken long strides along the road to modernization and industrialization during the last 20 years.

This has been a very hard job because the millions of Russians upon whom the leaders had to depend for the actual work had never been trained to handle machinery. They had not gone to school and it was hard to adapt themselves to new conditions.

The Russian government has realized that only an educated people can build an industrial civilization. Hence it has built schools and has attempted to give the people an education. It has gone far in the direction of wiping out illiteracy. It does not permit the people to use their new-found education to liberate themselves politically. It has not put government into the hands of the people and does not allow them to express themselves freely, to say nothing of actually governing themselves. It is, however, undertaking to give them the essential rudiments of education and training so that they may become skilled industrial workers.

Living Standards

Has the government, which owns the factories and railroads and the industrial equipment, actually raised the living standards of the people? It is hard to find a satisfactory answer to that question. There is no doubt that millions of workers in the cities have more to eat and more to wear than they did in the days of the czar, though they are still much worse off than most of the workers of the United States. There has been complaint at times, however, to the effect that the farmers have been obliged to turn their produce over to the government, and that the government, instead of allowing them to use this produce as food, has sold it abroad. In this way the government has obtained money with which to purchase from foreigners the machinery it has needed in order to equip its factories and build railways and power plants. The Russian leaders say that after they have developed the country industrially, after they have finished the work of building factories and plants and railroads and so on, they will turn more of the products of farms and factories over to the people for their use. In other words, they will make it possible for the people to eat more, to have better clothing, and to live in better houses. Whether that will happen, or how soon it will happen, are questions which no one can answer.

The Russian dictatorial government, like the governments of Germany, Italy, and Japan, has used a very great part of the national income in developing an army and an air force. Russia has more men under arms than has any other nation. It is spending huge sums in preparedness. And this means, in Russia as elsewhere, that a smaller part of the national income can be devoted to improving the living standards of the people.

One who goes to Russia today will find

far more factories than he would have found 20 years ago. He will find an increased mileage of railroads and more trains running. He will find a great many fairly modern apartment houses in the cities—more than he would have found 20 years ago. He will find, however, that many of the people are still crowded together in unsatisfactory living quarters. He will find the poor people better dressed than they were under the czars. More people are attending theaters and enjoying other recreational facilities.

Dissatisfaction

The visitor to Russia, however, will find no closer approach to democracy than he would have found under the czar. He will find a very ruthless dictatorship. He will find many people dissatisfied. Just how widely the dissatisfaction is it is hard to say. It is a fact that there is much inefficiency in industry, partly due to the industrial backwardness of the people and partly due to the fact that many workers are so discontented with the government that they are trying to interfere with industrial work in every way they can. There is much sabotage; that is, the deliberate wrecking of machinery. Workers will do such things as to put sand in the oil in factories so as to ruin the machines. They must do this secretly, of course, for if they are caught at it they will certainly be killed.

There is also dissatisfaction in high places. Many of the army officers have sold out to the Germans and others have plotted to overthrow the government. Dissatisfaction, of course, has ^{other} outlet than such secret plottings. The government has undertaken to curb such activities by frequent "purges." Many of the leaders in the army and the government have been tried for treason and executed. A large number of the men who established the new government 20 years ago have recently been put to death by the present rulers, who take their orders from Josef Stalin.

Is there so much disloyalty and dishonesty and inefficiency in Russia that the army and air force could not fight if they went to war? That is a question which many people have anxiously asked, but which no one can answer to a certainty. Unquestionably industrial as well as military operations are considerably hampered by both inefficiency and dissatisfaction with the present regime.

It looked for a while during the international crisis last September as if Great Britain and France would make common cause with Russia in a war against Germany. The war was avoided, however, by the Peace of Munich, and as a result of this settlement France and Britain have turned away from Russia and are trying to make terms of a permanent peace with Germany and Italy. This leaves Russia isolated, and it looks as if at some time in the future she would be obliged to come to grips with a Germany which looks hungrily toward the rich Russian lands of the Ukraine. The strength and permanence of the Russian regime may be tested by that conflict.



A MOMENT OF GAIETY ON A SOVIET COLLECTIVE FARM

AROUND THE WORLD

China: Has China at last been conquered by Japan? Is that the meaning of the Japanese occupation of Hankow? Practically the whole coastline is now in Japanese hands. Japanese armies have captured cities throughout the industrial area of China. Many have interpreted the success of the Japanese invasion to date to mean that Japan has already won the war and that all she has to do now is to consolidate her gains. Walter Lippmann expresses this view when he says that it took only 15 months to conquer China.

Many well-informed students of the Chinese situation, however, are not so certain that the Japanese have won the war. Some of these observers point to the difficulties which the Japanese forces will encounter in their attempt to hold what the armies have taken. Nathaniel Peffer, who has been writing about China for many years and whose opinions must be respected, expresses the view in the October 30 New York *Times* that the Japanese gains are of doubtful value. Behind the advancing Japanese armies, he says, guerrilla bands of Chinese are causing and may continue to cause a great deal of trouble. The following paragraphs from his article in the New York *Times* show his view of Japanese difficulties:

Thus far it can be said that Japan's occupation is only technical. The invading army does not even command lines of communication in territory it conquered 15 months ago. Almost



BUT TRY AND GET IN!
TALBERT IN WASHINGTON NEWS

nowhere in North China can a train be dispatched from one important center to another without a Japanese guard. In large parts of North China no motor trucks can be sent out with supplies except in large convoys. For practical purposes the trunk line from Peiping to Hankow or the important line connecting the Peiping-Hankow railway with Shansi does not exist.

Communication cannot be guaranteed. A train may make a normal six-hour journey in one day or it may not. Either it finds rails torn up or it is attacked. And if it is held up by torn rails toward the end of the day, its operators generally believe it advisable to turn back to some station where there is a

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STREET IN VALDIVIA IN THE LAKE DISTRICT OF CHILE

large garrison for protection during the night. Under these circumstances to call the Japanese position an occupation is euphemistic. There is no Japanese line. There is a series of dots. While this may be enough to exercise de facto authority over the country, it is not enough to get any benefits of that authority. Unless the Japanese can both put down Chinese insurgency and get enough out of China's resources to recompense them for the billions expended on the war, they have lost the war, no matter how long they continue to maintain their garrisons in the country. And by all the evidence of the last year they are not even remotely near any possibility of recompensing themselves.

The New York *Herald Tribune* occupies middle ground in its opinion of the completeness of the Japanese conquest. When this paper speaks editorially with respect to international facts and conditions, its opinions are entitled to consideration, for its staff of editorial writers is particularly well informed on foreign and international matters. The *Herald Tribune* editorial says:

China's continuous defense line from the Mongol border in the north to the environs of Hong Kong in the south has been broken at many points; and it is quite possible that within a few weeks the Chinese army will not have a section of a trunk railroad under its control. There is no port of entry left through which munitions and other stores can be shipped to Chiang Kai-shek in sufficient quantity to be a comfort to a great army fighting the handsomely equipped Japanese. So it may be only a little time before there will be such shortage of shells for the Chinese artillery, gasoline for the planes and motor transport, high explosives for bombs and mines, that such formal resistance as was made to the Japanese at Suchow and below Hankow will be out of the question. It may be out of the question now. But it must be remembered that all these developments, with their disabilities, were anticipated by the Chinese months ago when they withdrew the greater part of their civil government to Chungking; but that they then planned, under these disabilities, to make a great quagmire of their country in which the Japanese army would flounder about, at enormous expense, months or years until they exhausted their nation's resources and patience. It must also be remembered that the Japanese frankly and not too cheerfully envisaged much the same situation, and that their army spokesmen were warning the Japanese people for half a year before the Canton debacle restored their spirits that the war might readily go on for many years after Hankow's fall. Now the only reason that we might have for thinking that this prospect has been completely altered by the fall of Hankow would be evidence submitted by the Chinese themselves that they are exhausted, demoralized and ready to quit. We have had no such evidence; and until we do we cannot join in the assumption that China is conquered.

* * *

Chile: Most people who have looked at a map of South America readily remember Chile as one of the strangest shaped countries in the world. Squeezed in between the Andes Mountains and the Pacific, it

stretches in a thin, tapering strip from the tropics 2,000 miles down the western coast of the continent to the edge of the antarctic regions. Although its four and a half million people are predominantly of Spanish blood, its temperate climate has attracted more north European racial stock than has any other South American state. Likewise, the nation's mineral resources—nitrates and copper—have attracted more United States investments than any other South American country, a matter of some \$450,000,000. With such a concentration of European racial stock and American capital, it is not surprising that there should be a clash of ideologies.

On October 25 the struggle took a decisive turn as Chilean voters went to the polls and recorded their favor of Pedro Aguirre Cerda, presidential candidate of the Popular Front (a coalition of liberal and leftist parties), over Gustavo Ross, candidate of the conservative coalition. A significant result of the elections was the great decline of fascist influence in both parties, a development for which public reaction against recent abortive fascist outbreaks is partially responsible.

Since Chile is one of the most important countries in South America, and since it has been balancing for some time between fascism and democracy, election results will undoubtedly contribute to the strength of the democratic front at the Pan American Conference in Lima, Peru, next month—a strength which, outside the United States and Canada, is none too great in the Western Hemisphere.

* * *

British West Indies: One hundred years ago slavery in the British West Indies was terminated by the British Emancipation Act. Liberal Britishers believed at the time that the natives of the pleasant islands of Trinidad, Barbados, Jamaica, Mauritius, and other members of the West Indian group (the names of which cannot fail to strike a familiar note with readers of pirate lore), would revert to their former way of life in so far as was possible, and would eventually develop into free and independent and self-respecting human beings.

But matters have not gone so well. When slavery was first introduced into the British West Indies, so was the plantation system, which still remains. A great many natives have been employed on these plantations and in the island industries at very low wages and under unpleasant working conditions. Within recent years these natives have tried to

better their lot. But strikes were put down and force employed to such a degree that the British press began to take note, and many British liberals interested themselves in bettering living conditions of the 2,181,000 people on the islands. It was particularly felt that colonial trouble so close to the United States might produce an unfavorable reaction here. The recent economic depressions, coupled with a move to organize West Indian labor, have brought matters to a head on this, the centennial of emancipation.

At present there are indications that matters are taking a turn for the better in the West Indies. A Royal Commission is conducting a careful inquiry into affairs that have recently roused the islands to a pitch of excitement. In Trinidad, one of the most important to England because of its asphalt and petroleum deposits, a \$14,000,000, five-year public works program is being undertaken, one of the most important and much-needed features of which is provision for slum clearance and modern housing.

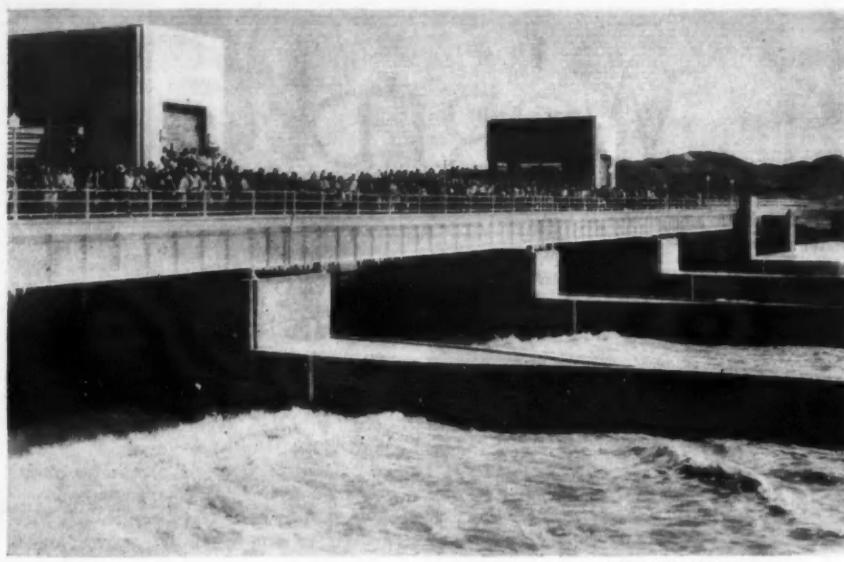
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France: In Marseille, recently, the now powerful Radical Socialist party of Premier Edouard Daladier convened for its 35th congress, one of the most important in its history. By swinging its weight in one direction or the other, the Radical Socialist party was in a position to turn France back to the Popular Front, or toward a conservative government. There was no hesitation among the delegates, who voted in favor of vigorous retrenchment and a new political alignment for France. The principles adopted by delegates include the abandonment of the League of Nations as an ideal that is no longer practical; a world economic conference which "according to President Roosevelt's wish" would aid in readjusting the international economic disorder. In a keynote speech, Daladier denounced the Communists who had formerly supported him and were a mainstay in the original Popular Front government of France. Other matters agreed upon have not been made public.

When Daladier returned to Paris last week, it was generally believed that 10-year nonaggression pacts would be negotiated with Germany and Italy, and that not only would the 40-hour week, the fruit of Popular Front legislation, be permanently discarded, but that all strikes would be outlawed as well. If there is anything surprising about these developments, it is the rapidity with which the French leaders are swinging towards conservatism.



THE WATERFRONT AT PORT OF SPAIN, TRINIDAD, B.W.I.



BUREAU OF RECLAMATION

WATER FLOWS INTO THE BIG DITCH
Secretary of the Interior Ickes recently placed in operation a desilting basin, part of the All-American Canal project which will irrigate California's Imperial Valley with water from the Colorado River.

Free Speech

An important decision involving the right of free speech and assembly has been handed down by a United States district court. The decision was rendered by Judge William Clark in Newark and it dealt with the right of CIO speakers and workers to hold public meetings.

When, several months ago, CIO organizers had undertaken to hold meetings in Jersey City and to make speeches in favor of their cause, the meetings were broken up by order of Mayor Frank Hague. Several of the speakers who had been brought in, notably Norman Thomas, who several times had been a candidate of the Socialist party for President of the United States, were seized by the Jersey City police and compelled to leave the city.

The CIO then brought suit against the city authorities of Jersey City, insisting that they had been denied freedom of speech and assembly—rights which are guaranteed by the Constitution of the United States. Mayor Hague and those who supported him defended the city's action on the ground that those who had been denied the right to speak were radicals and "reds," and that disturbances would have resulted if they had been permitted to speak. The would-be speakers were called dangerous agitators.

This case brought into the open very important issues. The court was called upon to



HOW MANY WILL COME TRUE?
SANDERSON IN NEW ORLEANS HERALD

define the right of free speech and assembly and to decide what limitations there are to that right.

Everyone agrees that the Constitution guarantees the right of free speech to citizens in the United States and also the right of the people to assemble peacefully and air their grievances. Neither the national government, nor a state or city government, may take away that right. However, the right of free speech and assembly is not absolute. There are limitations upon it. People have no right to meet together and create a disturbance. They have no right to advocate the violation of law. They may not actually incite others to violence. If a public meeting actually disturbs the peace, the city or state authorities may break it up.

It is clear, therefore, that misunderstandings naturally arise in particular cases as to whether one who insists upon speaking publicly

is or is not exercising his rightful constitutional privilege. Many cases of this kind have come before the courts during the last 150 years. But still the constitutional rights have not been clearly enough defined to prevent differences of opinion such as arose in the New Jersey case.

In this particular case, Judge Clark decided in favor of the CIO. He decided that its members had a right to go about freely in Jersey City, to distribute leaflets advocating their cause and to address public meetings in the parks of Jersey City, so long as they did not interfere with the recreational purposes of the parks. It was held also that they might display their placards. Judge Clark said that if these particular CIO organizers had addressed audiences similar to those which gathered in Jersey City in the past and if disturbances had resulted, the Jersey City authorities might refuse such persons a permit to speak, because they might assume that the speech would result in disturbance, and no one has a constitutional right to speak publicly if his speech causes disturbance. The judge felt, however, that the Jersey City authorities had no good reason to assume that the speeches of the CIO organizers would necessarily produce disturbance.

Officers of the law cannot prevent public meetings and prevent people from speaking publicly merely because there is a possibility that the speeches may cause trouble. Certainly they cannot prevent people from speaking freely merely because they, the officers, think that those wishing to speak are mistaken in their ideas. Officers cannot deny people the right to speak because they think that the speakers' ideas are dangerous. To permit officers to decide whether ideas which are publicly expressed are dangerous or not would itself be a dangerous and un-American practice, for it would leave the question of which ideas should be advocated to the judgment of those who happened to be in power. A man may be restrained from speaking his mind in public only if it may reasonably be thought that his speaking would cause violence or disorder. And the final decision of whether it is reasonable to expect such a result rests not with the police officers but with the courts. In any given case, the last word on the question may be expressed by the United States Supreme Court.

Mayor Hague, representing Jersey City, may if he wishes appeal from the decision of Judge Clark to the United States Supreme Court, but unless such an appeal is made and unless the Supreme Court then reverses the district court, it will be illegal for the Jersey City authorities to prevent such public meetings as the CIO and its sympathizers have undertaken to hold.

The Open Door

The Japanese occupation of the chief industrial sections of China has raised a very important question of foreign policy for the United States. Will Japan respect the "open door" in China? If not, what, if anything, will the United States government do about it?

Since 1899 the American government has insisted that the trade of China be open to all nations on equal terms. We hold that even

The Week in the What the American People Are Doing

though a foreign nation should occupy a part of China, it must not interfere with the trade which that part of China carries on with the United States and other countries. It must not secure special privileges to itself. It must maintain an open door to the trade of all nations.

Japan is now bringing this policy to a test. She has seized the territory where most of the Chinese factories and a large part of the Chinese productive lands lie. American firms own some of these factories, and it is said that the Japanese are now keeping Americans away from their properties while competitors in Japan are allowed to go in and get the business. The Japanese have also taken over communication lines and are censoring telegrams sent by American businessmen. They are interfering with freedom of travel and are making it difficult for American companies to use shipping lines to ship their goods. Furthermore, the Japanese government is said to have licensed companies in Japan for the purpose of taking over certain of the Chinese industries. For example, the wool trade in North China is said to have been given over completely to Japanese companies, and the Japanese are being given a monopoly of the tobacco business. Of course, action of this kind shuts Americans out. In other ways the Japanese are said to be closing the door to American trade and business, and to be giving the control of business in China to Japanese.

The United States government has issued a sharp note to the Japanese government. It was delivered by Joseph C. Grew, United States ambassador to Japan, to Prince Fumimaro Konoye, Japanese premier and foreign minister, on October 6. This note pointed in detail to the practices by which the Japanese are discriminating against American trade in China. The attention of the Japanese is called to the fact that this is a violation of the principle of the open door. The note states that the Japanese have promised to respect American commercial rights in China, but have not kept the promise. Japan is urged to keep the channels of trade in China open to all nations and to cease interfering with American rights, and the note closes with the significant statement, "The government of the United States believes that in the interest of relations between the United States and Japan, an early reply will be helpful."

The reply has not yet been given. It appears, however, that the Japanese government will continue its policy of taking special privileges for the Japanese and of violating the open door principle. As a matter of fact, a chief reason for the Japanese conquest of China is to obtain control over Chinese industries and to secure special privileges for Japanese business enterprises. If, having conquered China, the Japanese were obliged to give the people of every other nation the same business privileges in China which the Japanese had, the conquest attained at such tremendous cost would be of comparatively little value.

If, however, the Japanese close the door in China to American trade, what will our government do about it? It might, in retaliation, make trade between Japan and America difficult. It might carry on a trade war against Japan, raising the tariff against Japanese goods coming to the United States. We could hurt Japan severely by such a measure. But if Japanese goods were kept out of the United States, the Japanese would probably keep American goods out of Japan. This would not hurt America as badly as our policy would hurt Japan. But it would injure a number of American industries badly. The Japanese buy a great deal of American raw cotton, for example, and if they should cease to do this it



THE STREAMLINER PROVES
Records show that streamlined trains can travel

would probably cause a further decline in American cotton prices. Other of our products would also suffer and the job of getting out of the depression would be intensified.

It is even possible that the United States might go to war to preserve the principle of equal rights for our business enterprises in China, though such a step is not an immediate probability. The whole question of maintaining the open door, now that Japan has penetrated deeply into China, is perplexing.

Railroad Report

The wages of the one million railroad employees are not too high and should not be reduced. That is the opinion of President Roosevelt's special fact-finding committee, which, for the past month, has been investigating the proposed 15 per cent reduction in wages which the railroad companies have asked their workers to accept. Thirty days must elapse after the report was made public (October 29) before the railroads can put such a reduction into effect. If they do so, the workers will surely strike, since they have already voted against accepting the wage cut.

However, the committee's report will probably cause the companies to abandon their plans to reduce wages. They are not forced to accept the report. But it is likely that they will do so. President Roosevelt has talked with company executives and railroad labor leaders, and it is thought that they may arrive at an agreement which will make a strike unnecessary.

The three-man fact-finding committee reported to the President that railroad wages are not high as compared with wages in other comparable industries. In the second place, it found, some of the railroads which would benefit by a reduction in wages do not need help; they can afford to pay present wage rates, and the committee saw no reason for asking the employees of those companies to



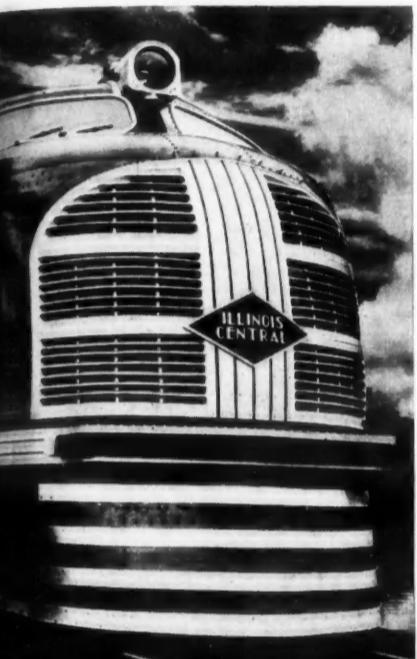
WIDE WORLD

TOUGH JOB
Wage-and-Hour Administrator Elmer Andrews wipes his brow as he ponders a knotty problem in connection with the new law.

The United States In Doing, Saying, and Thinking

take a cut just because other railroads are in bad financial condition. In the third place, "a wage reduction in the railroad industry would run counter to the trend of wage rates in industry generally." And in the fourth place, general economic conditions are improving, and the railroads should be doing more business soon.

The committee did not overlook or minimize the fact that most railroads are in bad shape. But in its opinion, the saving which would result from a wage reduction would not help them greatly. The railroads' ills are too deep-seated to be cured so easily. The committee agreed that some means of restoring the railroads to prosperity and financial stability



COURTESY ASSN. AMER. RAILROADS
ILLINOIS CENTRAL RAILROADS
MOVES ITS WORTH
in order to bring a profit to their owners.

must be found in the near future; it recommended that the government make an immediate and thorough study of the relations of the railroads to national industrial life. It is likely that a far-reaching proposal for the solution of the railroad problem will be made soon after Congress convenes, and that it will get much attention during the winter.

The Streamliners

The railroads' most spectacular innovation in recent years has been the "streamlined" train, which travels at high speed and is furnished with modern, comfortable equipment. Seventy-six trains such as the Santa Fe's "El Capitan," the Rock Island's "Rocket," the Southern Pacific's "Forty-Niner," and the Burlington's "Zephyr," have been put in operation during the last four years. A recent study, made by a manufacturer of streamlined equipment, shows that they are not only fast, comfortable, and attractive—they are profitable, too. Every one of the streamliners has had more traffic than other trains, and has produced substantial earnings.

Many railroad men believe that the streamlined train may be the salvation of passenger traffic for the railroads. For years the railroads have lost business to buses and private automobiles. During those years, few improvements in passenger trains were made. For the most part, they were slow, dirty, and expensive. Now that fares have been reduced from their predepression levels and train travel has become faster and more comfortable, the railroads may regain some of their lost passenger business.

Electrical Expansion

In our times, an adequate national defense does not consist entirely of battleships, cannon, and soldiers, or even of airplanes and antiaircraft batteries. It includes many less

warlike factors—electricity, for instance. If an enemy deprived our great industrial machine of its supply of electricity, our national defense would be more seriously crippled than if we lost a major battle. For that reason, the federal government has set up a National Power Defense Committee, whose duty it is to study the utility industry, and to encourage improvements which would make the supply of electricity more secure during an emergency.

A few days ago 14 large utility companies, working in cooperation with the Committee, announced that they planned to increase their generating capacity by one million kilowatts during the next year. At present, the generating capacity is about 35 million kilowatts. The government officials working with the utilities were very pleased with the plans. They are the first step, it was said, in a widespread construction and improvement program.

The announcement has importance aside from its relation to national defense. It means that the utility industry will spend somewhere between \$500,000,000 and \$1,000,000,000, depending on general economic conditions, for new equipment. The total may be twice as much as the utilities have spent for such purposes during the last few years.

All-American Canal

The gates of the Imperial Dam, on the Colorado River, were opened a trifle recently, and for the first time water was allowed to trickle into the All-American Canal. In a few months, this 80-mile ditch will carry nine billion gallons of water a day from the Colorado River into the Imperial Valley in southeastern California, for irrigation purposes. But first the canal must be "seasoned;" silt must pack into the walls to make them solid.

Irrigation is not new in the Imperial Valley. Years ago it was sandy and barren; nothing grew there, because the annual rainfall was between one and one-half and three inches. But in 1901 a canal was dug to irrigate the rich soil, and crops have grown luxuriantly since. The Imperial Valley has become famous for its alfalfa, cotton, lettuce, cantaloupes, watermelon, asparagus, grapes, and other fruits and vegetables.

But the farmers were not satisfied with the original canal. In the first place, it is too small. And although it starts on United States soil and ends there, it runs through 50 miles of Mexican territory. The people of Imperial Valley wanted an "all-American" canal. So the government set to work, first building Imperial Dam on the Colorado River, then digging the canal itself. Together they have cost about \$38,000,000.

They are expected to pay for themselves, over a long period of years. Another canal, to be called the Coachella Branch is to be dug; it will take water from the All-American Canal and carry it to the Coachella Valley, north of Imperial Valley. When this canal is finished, the whole project will water an area almost the size of Connecticut.



ACME

SAD NEWS
In San Francisco's "Chinatown" Chinese read of the things which are happening to their country.



BOY OF THE DEEP SOUTH

(From a photograph by Margaret Bourke-White in "You Have Seen Their Faces," by Margaret Bourke-White and Erskine Caldwell. Viking.)

New Books

LAST year Dr. Henry D. Link's "The Return to Religion" was listed regularly as a best-selling book. Its theme was that persons who draw into a shell, avoiding social contacts, finally become depressed and unhappy. With only themselves to think about, they keep company with their thoughts, and miss a great deal of pleasure by not associating a great deal with other people. Thus, the book's title was somewhat misleading, because Dr. Link only declared that the church and its organizations are among the agencies which afford excellent opportunities to persons wanting to escape loneliness and mental depression.

He now offers in "The Rediscovery of Man" (New York: Macmillan, \$1.75) an excellent discussion of human personality, an expansion of the theme of his first book. In one sentence he partly explains his purpose: "The most interesting thing about the psychology of recent years is its rediscovery of man and the powers of which he is capable when his mind has been freed from the prevailing fallacies about himself." He believes that we need to begin to think about man, especially about his personality and his character. He repeats what we know to be true—that the progress of science has outpaced the development of man himself. And he feels that many of the world's social, political, and economic ills might be put on the road to cure if such a development of personality and character might be speeded up.

This book is his contribution toward helping those who read it to know better how to order their own lives, and to realize how they may add a great deal to their ability to live fully. His intention is not to tell everyone how to be a success, how to make money, or how to surround himself with a bevy of friends. True, these results may follow, but the most important thing is that the reader will understand himself better, and have a more sensible knowledge of how to live.

DR. LINK'S aim fits in very closely with the dominant note in Hall Caine's "Life of Christ" (New York: Doubleday, Doran, \$3.50). This study, of course, will attract many whose interest in it will be connected with their religious convictions. But its appeal should exist beyond lines of creed or the barriers of disbelief.

To everyone it should be important that nearly two thousand years ago a man preached that personality is a sacred thing. He had 12 assistants who adopted this belief. Through their efforts thousands more learned that each individual's life is important; that a person needs nothing in this world more than to feel a kinship with other men, a friendship that can be depended upon at all times. Millions of people adopted this standard as their religion. Others believed that Christ existed as a man, but refused to give him any divine connection in their thinking.

That is why Hall Caine's book will have a varying interest. But it should not be overlooked, because he has made a painstaking

search of all sources to find material for the story. Most of it stands as his work, although it was finished by his two sons after he died. Besides telling about Jesus himself, the chapters are full of information about the people of those times—how they lived, what their occupations were, and how they were governed.

Some idea of the work which went into this volume can be gained from the preface by Hall Caine's sons. They state that more than 45 years ago their father first thought of writing a narrative about the life of Christ. He began the work in 1893, and continued it intermittently during the remaining years of his life. During this time, the task which he outlined for himself grew beyond the bounds which he had first planned. To bring his material together, he made many visits to Palestine, studied all the available material about Christ's life, and obtained translations of many documents from museums and literary collections.

* * *

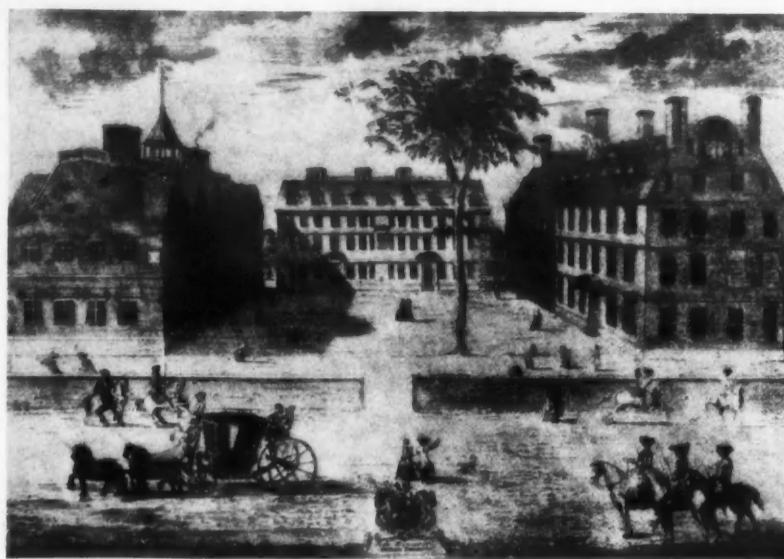
WHEN the snow flies, John W. Vandercook's "Caribbee Cruise" (New York: Reynal and Hitchcock, \$3.50) will have an appeal to those who would enjoy a vicarious trip to the sunny West Indies. Its first chapters place the islands in their historical setting, taking them from the time when they figured in explorers' plans, and in the rivalries of great imperialist powers. Because so many ships



(From an illustration by Theodore Nadejen for "CARIBBEE CRUISE")

hoisted sail and pointed toward the West Indies, they became important in the plans of empire-building nations. Later, as they harbored colonies, they received the culture of many races, so that today they have a mixed background.

There are still instances when the visitor can find radically different habits of life on the various islands in the group. On most of them the tempo of activity corresponds to the tropical climate. This weather also has given each of them a wealth of natural beauty. Most tourists who spend a vacation there not only praise the flowers and foliage; they also mention the quaint ways of living which the natives follow. Mr. Vandercook does not sing a monotonous tune about these things. But he mixes a description of them in with the rest of his engaging story about the islands' background and present scene.—J. H. A.



HARVARD UNIVERSITY, 40 YEARS AFTER IT WAS FOUNDED

Historical Backgrounds

By David S. Muzzey and Paul D. Miller

The Evolution of American Education

DURING the last half century there have been very great changes in the high schools of America. Fifty years ago only a small proportion of the boys and girls who finished the grammar grades went to high school. There were fewer students in high schools than there are in colleges today. As a usual thing one who finished the eighth grade went to high school only if he expected to go later to college; only if he thought of preparing to enter one of the professions.

High schools in those days were thought of as places where young people prepared to go to college. That was their chief purpose. It always had been. From the earliest days of the high school it was considered a preparatory school. It prepared its students to enter college.

Colleges in those days existed chiefly in order to prepare students to be ministers, lawyers, or physicians, and it was thought that the best possible preparation consisted in the study of mathematics and foreign languages, particularly the ancient languages. Colleges spent much time with these studies, and they admitted only such high school graduates as had taken preliminary courses in these subjects while in high school.

The Curriculum

Since the chief purpose of the high schools was to prepare students to enter college, they offered many courses in mathematics and languages. In this way they turned out students prepared to go on with the college studies. It happened, therefore, that the high school curriculum was filled largely with courses which were like the courses later to be taken in college. All students were required to take these courses whether they intended to go to college or not.

In the course of time, however, something very important happened to the high schools. They experienced a very heavy increase in enrollment. Boys and girls who had no thought of going to college later began to go to high school. This crowding of the young people went on until about 70 per cent of all youths of high school age are enrolled in school now.

This created a big problem for the high schools. Were they to go ahead forcing all students to take subjects like those taught in the colleges? Were they to continue to require everyone to prepare to enter college even though most of the students had no such intention? Were they

to require girls who wanted to learn how to manage a home and who asked for home economics to take geometry so as to be able to enter college mathematics classes? If a boy wanted to learn to repair autos, were they to require him to study Latin or French? Were they to go on acting as if all their students were preparing for college, or were they to offer courses which met the needs of students whether they were going to college or not?

New Trends

This question is one which is being debated today among educators. It is one of the big issues of American education. Many high schools have gone ahead with the same old courses which have always been given. Students are required to take the college preparatory courses whether they are going to college or not, just as they were years ago.

In other schools students are given a number of choices. The theory is that the high school exists for the purpose of helping students to broaden their interests, to find out what kind of work they can do best, and what kind of reading or studies they will find most interesting and helpful; that the object of the school is to help students to be healthy, to be good citizens, and to live happily. Courses are devised to help the boys and girls along these lines.

But suppose a student takes courses of that kind, but does not take mathematics, foreign languages, and other courses usually required for entrance to college. Suppose then that, after having finished high school, he decides he would like, after all, to go to college. What will happen to him?

It depends upon the college which he chooses. Many colleges would refuse to let him enter. They still require the old subjects which have always been required for college entrance. Other colleges have changed their rules. If a young man or woman has finished a recognized high school in good standing, they admit him and put him to work at courses which he is prepared to take.

The American high schools and colleges are still in turmoil over this issue; the issue of whether the high schools should give chief attention to courses which prepare for more advanced studies or give courses for the benefit of their students regardless of their intentions regarding college. The high schools seem to be moving toward the latter plan, that of ignoring the colleges and giving their attention to the actual needs of their students. But the change is not yet complete. The schools are still in a period of transition, and it is likely that the next few years may bring widespread changes in the curriculum of the high schools.



DAVID S. MUZZEY

Personalities in the News

ALTHOUGH education in the United States is provided for by state and local governments, the federal government, through the Office of Education, takes a great deal of interest in raising school standards, and has done much to help local school systems. It collects information on educational trends, makes recommendations, and offers suggestions for improving teaching practices.

The present commissioner of education is John W. Studebaker, an energetic little man, 51 years old and a native of Iowa. Mr. Studebaker worked his way through Clark College, Iowa, as a bricklayer, then went into teaching. His first position as a schoolmaster was in the little town of Guthrie, Iowa, where he was principal of the grade school and junior high, as well as athletic coach. He taught there only one year, went to Mason City, Iowa, for three years and in 1914 was hired as assistant superintendent in Des Moines. He stayed at Des Moines for 20 years, part of the time as superintendent, and during those years continued his formal education at Columbia University. President Roosevelt invited him to come to Washington in 1934 to direct the activities of the Office of Education.

Mr. Studebaker is particularly interested in encouraging public forums, both for high school students and for adults. In Des Moines, he built up one of the most comprehensive public-forum programs ever held. Through the Office of Education, he has done much to establish forums all over the country. By participating in forums, he believes, citizens—young and old—will learn to govern themselves more intelligently, and thus to build a better nation.

LONDON was somewhat surprised recently when it was announced that the Duke of Kent, youngest brother of King George VI, had been appointed governor-general of Australia. Although appointment of royalty to such a post is not unprecedented in British history, it is unusual. Some observers attributed the move to a desire to strengthen British ties with the dominions. It was said that Australia, greatly worried by Japan's growing belligerence, also wished to strengthen the Empire ties, and specifically suggested the duke's appointment to replace Lord Gowrie, who is retiring.

Like his father, the late king, the Duke of Kent was brought up to be a sailor prince. But ill health, which has long dogged his footsteps, forced him to abandon his naval career in 1929, and subsequently a short term in the foreign office. Following his marriage to the striking Princess Marina of Greece in 1934, he lived more or less privately until recently, when his frequent attendance at important debates in the House of Commons gave rise to speculation that he was being groomed for some important governmental office.

The duke is 35 years old, and bears a rather strong resemblance to his brother, the king. Like his oldest brother, Edward, Duke of Windsor, he has been inclined to break away from the hard and fast traditions of British royalty and live a life of his own choosing. As governor-general of Australia, his duties will be more ceremonial than executive. Although his term runs for five years, it is not believed that he will serve more than two or three.

NEWS flashes threw radio listeners into a panic last Sunday evening—a meteor had fallen in New Jersey—it was filled with strange creatures from another world, armed with "death rays"—poison gas was spreading over New England—cities were being bombed. Before the terrified thousands learned that the "news" was part of a radio play, police stations were swamped with telephone calls from frantic people; many families had fled their homes in search of bombproof shelters and gas masks.

The broadcast was "The War of the Worlds," written by H. G. Wells and presented by Orson Welles and the Mercury Theater of the Air, a weekly feature. So realistically was it done that persons who had not heard the original announcement never doubted that it was not real.

The episode is merely another event in the astonishing career of Orson Welles. At 23, he has gained fame as a producer and an actor in the theatrical world. Last year he directed the Mercury Theater, a repertory company financed on a shoestring, in such smash hits as "Julius Caesar," "The Cradle Will Rock," "Heartbreak House," and "The Shoemaker's Holiday," taking important roles in them himself. His "Julius Caesar," played with modern costumes, an almost bare stage, and depending on lighting for much of its effect, was a sensation.

Mr. Welles is a tall, heavy-set young man, with a round face, thick black hair, and a booming voice. His career, short as it has been, has revolved entirely around dramatics and the theater. At 12 he was producing plays in a progressive boys' school in Illinois. A few years ago he went to Ireland and posed as a well-known American actor, thus obtaining invitations to act in several Irish productions. He has worked in radio for several years; "The Shadow" is perhaps his best-known characterization on the radio.

H. W. E.
JOHN W.
STUDEBAKERTHE DUKE W. W.
OF KENTW. W.
ORSON WELLESW. W.
JOSEF STALIN

SOVIET Dictator Josef Stalin has few qualities in common with Europe's two other leading dictators. He is rarely seen in public, and never in brilliant uniforms encrusted with medals. His speaking voice is never raised to the level of hysteria. He does not act upon impulse, but calculates every move far in advance.

But in one particular he does resemble his fascist counterparts, in his ruthlessness and iron will. His life has been a series of slow but well-calculated steps to power. An early member of the Communist party, he did not let himself be troubled by exile, imprisonment, nor the flight of his colleagues from Russia. Whatever happened around him, Stalin stayed at home and kept the party nucleus intact. When the Communists seized power in 1918, he was content to devote his attentions to matters of the party, of which he was secretary. It was not until after Lenin's death that he made use of his party control to oust his brilliant but erratic rival, Leon Trotsky.

During the last 20 years Stalin has continued his watchful policy of solidifying the party by constantly purging it of doubtful elements. He is 51 years old, of stocky build, and very sparing both of gestures and speech. Rarely appearing in public, he confines himself to his modest apartment in the Kremlin, or to his home located in the country.

Town Meeting of the Air Begins Annual Series

EARLY this fall, THE AMERICAN OBSERVER suggested that its students might receive valuable training in citizenship and a greater understanding of current domestic and international problems by listening to the weekly broadcasts of "America's Town Meeting of the Air." The first program of the 1938-1939 series will be broadcast Thursday, November 10, over the Blue Network of the National Broadcasting Company. The time of the broadcast is 9:30 eastern standard time, 8:30 central time, 7:30 mountain time, and 6:30 Pacific time.

Question for Debate

The first of these stimulating and informative radio debates is to be on the subject, "Where Will the Munich Settlement Lead?" The speakers who will discuss this topic will be General Hugh S. Johnson, Mrs. Anne O'Hare McCormick, and Mr. Felix Morley. In addition to the contributions of the main speakers, there will be short discussions from the floor.

Few questions in modern times have been as fateful as this one. Does the Munich settlement mean that the world is sinking toward fascism and that America itself is in danger? Or, on the other hand, does it mean that the world is to have a breathing spell from war and that time is given for arrangements whereby a permanent peace



ANNE O'HARE McCORMICK

may be established among the various nations?

We may, of course, read articles in the newspapers and magazines on this subject. Authorities on international affairs are trying to uncover the true significance of the accord. But in no other way can the citizen obtain such a clear picture of possibilities as by listening to the clash of argument as men and women well qualified to speak on the topic exchange views and combat each other's arguments.

General Hugh S. Johnson is well known to the American people—best known, perhaps, through his services as head of the NRA. For many years he has been interested in international problems. During the World War, he rose to the position of brigadier-general. For more than 10 years he has been associated in a business way with Bernard M. Baruch, one of the nation's most prominent financiers. General Johnson is known for his outspoken comments on both national and international problems. During the last few years his views have been forcefully expressed through his column which appears daily in the Scripps-Howard chain of newspapers. With respect to the question to be debated over the air, Mr. Johnson is known to feel that the agreement reached at Munich is dangerous. He can be depended upon to interpret his views with vigorous and effective argument.

Outstanding Authorities

Felix Morley is one of the nation's leading journalists. At present he is editor of the *Washington Post*, the prominence and high quality of which paper have, to a large extent, been due to his influence. His newspaper career began as a reporter in 1916. He has been on the editorial staff of a number of leading newspapers. He has served as a correspondent in the Far East and spent two years at Geneva working with the League of Nations at Geneva. He has been a member of the staff of Brookings Institution and is recognized as an outstanding authority on international affairs. He is author of one of the most widely read books on the League of Nations. While not a defender of the Munich settlement, he sees elements of stability and hope in the arrangement.

Among American women, Mrs. McCormick holds an enviable position. At pres-



HUGH S. JOHNSON



HESSLER-HENDERSON

FELIX MORLEY

ent, she is one of the leading writers on the *New York Times*. She has been listed as one of America's 10 greatest women. The road to her present position of eminence has been long and arduous. She has traveled throughout the world and was one of the first reporters to comprehend the significance of the movement led by Benito Mussolini. She has interviewed Il Duce, as well as Hitler, and nearly every other important political figure in Europe. She is thoroughly acquainted with all aspects of international relations. Her latest journalistic "scoop" was an interview with President Roosevelt which she wrote up for the *New York Times Magazine*.

Practical Suggestion

We recommend that our readers meet in groups and listen to this broadcast of one of the most important and difficult questions of our generation. We suggest further that, either immediately after the broadcast is finished or some evening soon thereafter, the members of the group take up the argument where the speakers left it and carry on a discussion of their own. Discussion of this kind, which takes into account facts and evidence, will clarify thinking and help in the molding of sound opinions. In listening to the broadcast, it is highly recommended that each speaker

be given sympathetic and yet critical attention. It would be well if each listener should try to determine which arguments are backed up by facts and evidence, which arguments are mostly emotional, and which appeal to him as being distinctly rational and reasonable.

In order that our readers may be better prepared to listen intelligently to this broadcast, we are submitting some references dealing with the subject. We have urged previously and we repeat the suggestion that classes communicate with Town Meeting of the Air, 125 West 43d Street, New York City, and inquire of this organization the terms upon which it will send its weekly bulletins to promote the effective discussion of the topics which will be presented from week to week.

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PRONUNCIATIONS: Chiang Kai-shek (jee-ong' ky' shek'), Shansi (shahn'see), Han-kow (han'koe), Peiping (bay'ping), Josef Stalin (joe-zeff' stah-leen'), Pedro Aguirre Cerá (pay'droe a-gee'ray say'ra—g as in go), Gustavo Ross (goo-stah'vee roess'), Lima (lee'ma), Barbados (bar-bay'doze), Trinidad (trin'i-dad), Mauritius (mo-rish'i-us), Dala-dier (da-la-dyay'), von Ribbentrop (fon'rib'en-trope).

An Attitudes Test

The degree to which one is successful in acquiring an education will depend very largely upon the attitude he has toward the school which he attends and upon his idea of what constitutes education. We suggest, therefore, that each one answer the following questions in his own mind. This will help him to analyze his ideas of education and may lead him to inquire whether some of his notions need to be changed. Here are the questions:

1. Do you expect education to change you; that is, to make you different from what you would be if you did not acquire it?

2. What are some of the changes which should be made in your case; that is, in what ways would you like to be different with respect to your information, your skills, your character, your personality?

3. Which of these changes or developments do you expect during the present school year?

4. How do you expect your school to help you in the making of such changes, or in bringing about such developments?

5. Do you consider the first responsibility for these developments in your training, character, or personality to rest with the school or with you?

6. Which courses now being taken by you are contributing to your development along the lines which have been suggested in the previous questions; that is, which courses are changing you in the sense they are making you more as you want to be?

7. If your school is not assisting you to

Something to Think About

make the proper changes and to become more nearly the person you wish to be, how, other than through your school-work, can you acquire the desired development or training?

Are You Sure of Your Facts?

1. What is the purpose of American Education Week?

2. What is meant by a program of guidance, such as is being included among the activities of many American high schools?

3. What was the principal function of the early high schools in this country?

4. Name the more important economic changes that have taken place in Soviet Russia since 1917.

5. Why is Soviet Russia in a stronger economic position than most of the nations of Europe?

6. True or False: The fact-finding commission has recommended that the proposed 15 per cent reduction in wages be accepted by railroad workers.

7. Who is Orson Welles, and how did he figure in the news a few days ago?

8. What indications are there that France is embarking upon a more conservative program in domestic affairs?

9. What decision did a United States district court take recently with respect to free speech in New Jersey?

Can You Defend Your Opinions?

1. What do you think should be the primary functions of education in the United States? Do you think that the program of your school performs this function in a satisfactory manner?

2. Do you think that the gains made in Russia during the last 21 years outweigh the losses? Why?

3. In what respect do you think the program of the Soviets has failed most conspicuously?

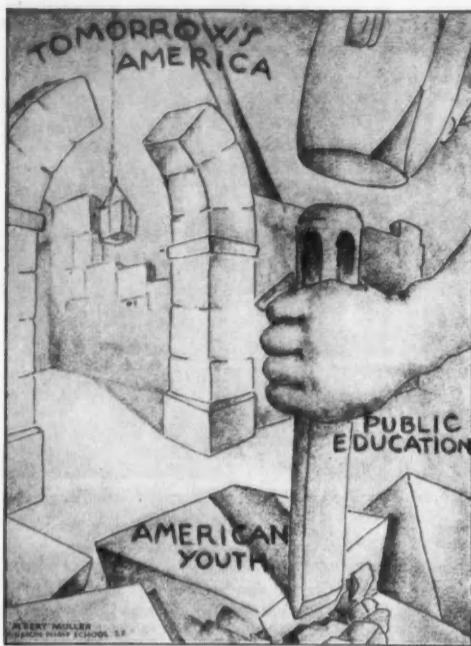
4. In your opinion, should the United States insist upon maintenance of the open door in China? If not, what should be its future policy in the Far East?

5. To what extent do you think that free speech should be guaranteed in this country?

6. What would be your answer to the question to be debated by "America's Town Meeting of the Air;" that is, where will the Munich settlement lead?

The Schools of the Nation Observe Education Week

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(From a cartoon by Albert Mullen, Mission High School, San Francisco, California, awarded Grand Honor in 1938 NEA cartoon project.)

gestions are surely of great importance:

1. During the years when one is not yet obliged to spend his time earning a living; when he has much time to spend in making himself the kind of person he wants to be, he should certainly learn how to enjoy physical and mental health. He should get into the right habits of exercising, eating, and sleeping. He should divide his time between work and play, should learn how to live pleasantly and cooperatively with other people so that he will not be bothered by unnecessary irritations and worries.

Perhaps his school or college will help him to acquire these habits. It may have courses on diet in which he will learn what he should eat in order to be strong and healthy. It may give him an opportunity to play games and engage in health-giving recreation. It may afford him an opportunity to meet with his fellow students socially. It may teach him the rules of social usage. And in many other ways it may help to develop his personality and may show him how to be healthy in body and mind. If it does this, well and good. But if the school does not help him, he must help himself. He should remember that the important thing during these formative years is not the place that he gets his education, or the manner in which he gets it, but the fact that he acquires it somewhere and somehow. Otherwise, he is going to find himself severely handicapped when he leaves school, for without these essential assets one cannot expect to be so successful as he would be if he possessed them.

Acquiring Correct Habits

2. The student should be learning to speak correctly and effectively. He should be acquiring a vocabulary which will enable him to express his ideas and his feelings precisely so that he can make himself understood to others in an agreeable manner. A course in English composition should help a student to master the English language so that he can speak and write with ease and fluency. If the course in English does not lead him to such a result, either it is ineffective or he is ineffective. If the course is at fault, this must not be given as an excuse for his not acquiring the mastery of language. He must do it by his own efforts. Even though he gets a very high grade in all of his English courses, if he comes out of them without being able to speak the language effectively, he is lacking in one of the elements of education. If at the end of his course in school he says, "But the school did not teach me to speak agreeably and effectively," he has unquestionably condemned the school, but he has not removed from himself the handi-

cap of poor speech. He should see to it that his speech requirements are met in one way or another.

3. The student should acquire ever wider interests. His horizons should always be extending. During the formative years, the years before he is obliged to earn his living, he should be acquiring an interest in many different things and in many different fields. This will make his life more interesting and it will unquestionably make him more interesting to other people. The student may acquire new interests through the study of such fields as science, history, literature, or public affairs. As he studies these courses, he may be getting into habits of reading and thinking and observing which will continue after the school days are over. If this happens, he will be getting a true education and the courses which he is taking will be worth while. If, however, the courses which he takes do not stimulate interests which are permanent, they might as well not be taken, however high one's grades are as he goes along.

If these courses do not stimulate interests satisfactorily, it may be that other courses given by the school will. Many schools make it a point to find out a great deal about each student, to see what he is like, and to determine the fields in which he might develop his interests. The best modern and progressive schools do this. If, however, a school does not do it, an added burden and responsibility are placed upon the student, for if he does not acquire varied interests by the time he is 18 years old he probably will not acquire them later and will always be rather dull, uninteresting, and unpopular.

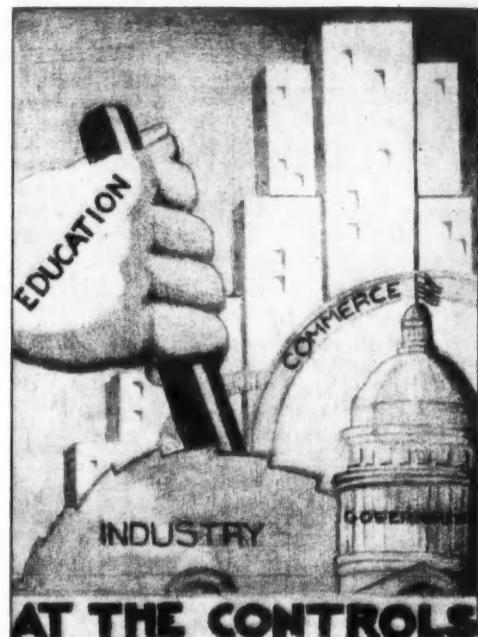
4. During his school days a student should find out a great deal about himself. The school should help him to do this in the way which has just been indicated, but if it does not do it he must find out for himself. He must find out what sort of

things he can do best, what things he likes best, where his best abilities lie.

Need for Guidance

5. Having learned a great deal about himself and about the things he can do best, the student, during his later years in school, should find out what occupations he may most hopefully enter. Here again the school may be helpful to him. It may offer him courses in vocational guidance, may give him information about a great many occupations. There may be guidance directors who are able to help him decide what vocations he might best follow. Many schools, especially the larger ones, are able to provide such services. But here again, as in so many other places, it must be said that if the school does help the student, he cannot stand idly by, satisfied with the things which the school does offer him. He must find out for himself something about his future occupation and must do something in the way of preparing for it if he is to make the most of the opportunities which are his during this time.

6. During his formative years, the years he is in school, the student should learn to read widely. What he reads will depend largely upon his own abilities and inclinations. He may read in one field or another, but if he is able to read at all he should do so because by much reading one is constantly stimulated intellectually. He is being placed in a position where he will be getting an education as he goes along, even after the school or college days are over. He will be kept in contact with the best minds of his time. It is important, therefore, that while he is in school the student acquire habits of reading books and magazines and that he continue this reading indefinitely. If there is no place in the curriculum for reading of this kind, it is much to be regretted, but there is nothing else for the ambitious young person to do but to find time outside school hours



(From a cartoon by George Macris, Balboa High School, San Francisco, California, awarded Second Honor in the 1937 cartoon contest.)

for his general reading. If the school requires him to do so much work of another nature that he has no time for this general reading, it is injuring him; it is keeping him from becoming as well educated as he should be. In that case, he should cooperate with other citizens in the attempt to change the policy of the school.

Duties as Citizen

7. No young man or woman living in a democracy is truly educated until he learns how to perform his duties as a citizen efficiently. During his formative years the student should learn how to be a good citizen of the United States, of his state, and his community. To do this he must gain a great deal of information about the problems of community, state, and nation. He must have facts at his command and he must learn to think. He must read newspapers and magazines widely, and above all he must learn to discuss public questions with his friends and neighbors. He must learn to discuss controversial issues tolerantly, giving due heed to the opinions of others. He should learn to think cooperatively. He should learn this in school.

Each student should keep in mind the fact that his responsibility is twofold. In the first place, he must make the most of the opportunities which his school affords. He must do his very best as a student. He must cooperate wholeheartedly with his teachers and with other students.

In the second place, the student should learn that he is a citizen and that one of the duties of a citizen is to help improve education. He should, therefore, try to make the schools of his community better. He should help secure the support of the community for improvements which the administrators and teachers are trying to make.

ARMISTICE DAY, 1938

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to determine what kind of armaments we will need. Until we know what we want to do with armaments, we have no standards by which to judge their proper size.

There are many problems of foreign policy which cannot be decided in advance. They must be determined when the crisis comes, for oftentimes we do not know how the problems will look until the crisis comes. Even in such cases, however, we will be better able to decide wisely upon the course the nation should follow if we, the people of the nation, are well informed about the issues, and if in private and public discussion we have threshed out the larger problems of American life and destiny, and if we have made up our minds as to the general course the nation should pursue.



"Yes, sir, they come back every summer!"
FICKLEN IN BOY'S LIFE

"You remind me of the ocean."

"Wild, romantic, restless?"

"No, you just make me sick."

—THE VEPCOVIAN

Someone asks for an explanation of petrified trees—how they came to be that way? Maybe it was because the wind made them rock.

—CLIPPED

We heard a boy remark the other day that his grades are under water. He probably meant that they were below "C" level.

—SELECTED

Shoes made out of frogskin have appeared in Louisiana. When they're new, instead of squeaking they croak.

—PONCA CITY NEWS

"Now, Jimmy, I want the truth about this homework of yours. Did your father get any help from you?" —PEARSON'S WEEKLY

Teacher: "Do you want to leave the room, Billy?"

Billy: "Sure, I'm not standing here hitchhiking."

—CAPPER'S WEEKLY